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ABSTRACT

To address a decrease in the number of local high school graduates enrolling in Capital Community-Technical College (CCTC) in Connecticut, a project was undertaken to develop a story board for a video to inform prospective students of the benefits of a college education at CCTC. A literature review was performed to find information about the production of educational media materials, the use of media in promotion and marketing, the needs of college recruitment programs, and the subject of related video. Internal input was received from CCTC admissions and recruitment officers, financial aid personnel, and the student work coordinator, while external input was obtained from the director of educational television for the community-technical college system in Connecticut and a video production company. In addition, volunteer students were given the opportunity to prepare video materials which could be adapted to the story board for other students. As appropriate items of information were located, sketches were made indicating how they might be presented visually and then placed in order and replaced by finished drawings. The information was then assembled into a story board for planning a video. Conclusions from the project included that, given the ease of created animated sequences, these were more effective than presenting information through acting, and that student video work provided an added appeal for the target audience. Contains recommendations, 19 references, and the story board. (BCY)

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DEVELOPMENT OF A VIDEO STORY BOARD FOR RECRUITMENT AT CAPITAL COMMUNITY TECHNICAL COLLEGE

Politics, Law, and Economics of Higher Education

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A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

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Abstract of a Practicum Report Presented to
Nova University in Partial Fulfillment of
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Doctor of Education

DEVELOPMENT OF A VIDEO STORY BOARD FOR RECRUITMENT AT CAPITAL COMMUNITY TECHNICAL COLLEGE

by
Kenneth A. Carpenter

March, 1994

The percentage of local high school graduates who became enrolled in Capital Community-Technical College (CCTC) has been in a downward trend. This practicum addresses the fact that many people in the area of CCTC who are qualified and would benefit from college are not attending.

The purpose of this practicum was to develop a video story board about the value of attending college. The story board and resulting video production will be used as a vehicle to inform prospective students of the benefits of a college education at CCTC . The story board (Appendix A) includes graphics, narration, and instructions for utilizing computer resources to complete the video. This practicum was also a study in applying low cost consumer software and equipment to the development by educators of educational materials.

The principal steps of this development practicum were a literature review, review of the needs of CCTC staff serving in recruitment of students, assembling data and sketches into sequence, creating computer graphics and other art work, reviewing and reworking the sketches, and assembling the story board, a document containing a series of five by eight inch graphics and related writings.

A literature search was conducted to find information about the production of educational media materials, the use of media in promotion and marketing, the needs of college recruitment programs, and the subject of the story board for a video entitled "You Should Go To College "

Internal input on the subject of recruitment was provided by CCTC's admissions officer, and from staff members who have spoken to potential students on behalf of the college. Information on financial aid and student jobs was given by the director of financial aid, and student work coordinator for the college.

External input was obtained from the director of educational television for the community-technical college system in Connecticut and by the client coordinator for a video production company.

As appropriate items of information were located, sketches were made indicating how they are to be presented visually. This information was assembled into a story board for planning a video.

Discussions with the video client coordinator included the observation that the animated graphics have a bright colorful appeal, show the student as a good role model, present the library and computer lab in a positive light, enjoyably present the process of obtaining financial aid, and show a graduation as a

celebration attended by friends and parents. Attempts at presenting data through acting, as shown in the evolving sketches, did not seem to fit with the animated scenes.

Since the animated sequences provide an appealing picture of the reasons for attending college and acted sequences, called for in early planning, would probably pull down the overall effectiveness of the video short, the acted portion should be kept to a minimum.

Students were involved. Student video work would provide an added appeal to audience members who can identify with the students. Furthermore, such an example of an educational project by the membership of student organizations shows the clubs in a positive light and results in the students learning to make video reports while developing up to date skills.

Recommendations included that the project should be implemented in two phases. The first is to make the video on the day of the Computer Lab Open House. The preparation for the taping will be done with less formality and more flexibility as would be appropriate for an educator making a tape for one's own use.

Although the amateur tape would then be available for the intended purpose, it would, of course, not have the quality that could be attained by CCTC's in house media department. This first videotape should serve as a prototype model to be used along with the story board and completed animation for the media department to plan a professional version with higher quality production values.

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Chapter 1

INTRODUCTION

Background and Significance

A college education results in considerable economic value to those who attain it. In recent years the percentage of local high school graduates who became enrolled in Capital Community-Technical College (CCTC) has been in a downward trend.

Nature of the Problem

A problem exists in that many people in the area of CCTC who are qualified and would benefit from college are not taking advantage of the opportunity to attend. At times, CCTC staff and faculty have gone to local high schools and other locations to inform potential students of the advantages of a CCTC education. An additional problem is that although consumer electronic equipment is available at relatively low cost, computers and video equipment are not being used to their fullest potential to aid in the creation of self-made educational materials.

In recent times, many advances in computer software and video technology have made it possible for people with requisite art- and software-skills to express these skills in the creation of media output using relatively low cost consumer electronic equipment. Computers are useful in developing professional looking graphical output by converting data into graphs, supporting drawing, and supplying a variety of presentation tools. Video cameras are in many homes and personal computers can be fitted with cards that allow both capture from and

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output to video cassette recorders. Setting up and using a video cassette player to show prepared lessons is a relatively simple task, especially when compared to using the more complicated audio visual equipment of the recent past. Informational and entertaining video productions can be a structured part of personal visits to high schools or organizations for recruitment of students.

Purpose of the Study

The purpose of this practicum was to develop a video story board about the value of attending college. The story board and resulting video production will be used as a vehicle to inform prospective students of the benefits of a college education at CCTC. The story board (Appendix A) includes graphics, narration, and instructions for utilizing computer resources to complete the video. This practicum was also a study in applying low cost consumer software and equipment to the development by educators of educational materials.

Just as current home and office technology allows creation of manuscripts that are camera ready desktop publishing documents, the ingredients are in place for educators to create educational video materials. This practicum study has resulted in a story board to be followed in the creation of a video short subject that gives potential students reasons to embark upon a college education.

Significance to Institution

This principal source of value of this practicum study for CCTC is for the resulting video to aid in the recruitment of students with benefits of education to the students and possible improved enrollment to the college. In addition, the project has a potential to serve educators as a pattern for constructing educational

materials. Similar projects may employ computerized visual graphics to enhance presentations and video products to support learning in the classroom. Use of a story board is particularly appropriate in the development of interactive video course materials.

Relation of Practicum to Seminar and Concentration

The topic of this practicum is related to the Politics, Law and Economics of Higher Education seminar in that it investigated economic reasons for pursuing a college education and it developed a marketing device for recruitment of students. The practicum is also related to the concentration of "Computer Education" because it utilizes computer skills and resources to develop educational materials.

Research Questions

In this study, a basic research question was: What factors should be reflected in a video that informs potential students about the value of a college education at CCTC? An additional question was: What techniques and equipment should be used to strengthen the presentation of the selected data in a video production?

Chapter 2

REVIEW OF THE LITERATURE

A literature review has been conducted to find information about the economic value of college to be included in the story board , equipment and software that will be needed, methods of producing for film and video, and graphic techniques to be used in the making of a video. Literature was examined on: (a) production of educational media materials,(b) use of media in college promotion and marketing, and (c) benefits of a college education.

Production of Educational Media Materials

Information about consumer video equipment and software was found in the library of Central Connecticut State University (CCSU), which has a number of relevant periodicals including several on computer graphics. Software publishers were also contacted and product information was received.

The use of media at the home institution to produce educational materials was shown to be a way to effectively produce worthwhile support materials using resources that the college already owns. A group was formed at Harford Community College (HCC), in Maryland, to investigate the use of computer and video resources already owned by the college for interactive video instruction. The project is notable because it included a computer specialist, a video specialist, and a content specialist for each of three disciplines. Grimm , Tracy, Lanham, Ferriter, & Mitchell (1990) reported that, through the effort, interactive video programs were developed for the HCC speech-, psychology-, and marketing-departments.

Veilleux (1991) discusses planning steps in making videos designed to do away with the need for extensive revisions during post-production. Schleger (1991) tells of elements needed for a quality training video, such as focused objective, and good visuals, and gives suggestions for effective visuals. Stover (1986) also discusses an approach to videotape for training purposes.

Burrows (1989) includes instructions for construction of physical graphics and computer generated graphics, as well as a discussion of scripting. Griffin (1991) gives many examples of the use of the Harvard Graphics, which is effective in creating graphs to represent data. Nelms (1957) offers practical advice on constructing drawings and simplifying drawings that seem difficult.

The examination included texts and materials for the educator in general, and, as discussed here, for the more advanced computer scholar. This paragraph discusses references only for the technically proficient computer user. Firebaugh (1993) provides a thorough text of computer graphics including in depth discussion of visualization. Adams (1988) has produced computer code for graphical simulations and animation, business graphics, and even a computer aided drafting program. Each line of code is explained providing an understanding and the ability to write computer programs using graphics. Wegner (1992) provides complete programs that can be used to enhance graphics in many ways including applying surfaces to your drawings that look like materials such as marble or wood.

Except for the above, this practicum report is intended for educators in general and not computer students. Graphics can be produced quite simply using

software produced for visual presentation. Griffin (1991) describes the use of Harvard Graphics software including the elements of good visual design and how to select a correct chart, and how to create a screen show that runs the charts in order and applies screen effects. This might be a good choice if the presentation featured numbers and other chart elements. Although Harvard Graphics allows importing graphics made with other programs, it is probably easier to use a single program to make and present the graphics. Stewart (1994) provides coverage of Corel Draw for business users including the creation of a screen show.

The subject of the use of graphics to convey information with clarity, precision and excellence is described in Tufte's works. Such topics as the use of color to provide information are discussed. Samuels and Samuels (1975) describe visualization and perception, and discuss the role of imagery in religion and psychology. Such works are valuable to form a broad foundation of knowledge for the presentation of visual works.

Marshall's (1987) text about the kinds of graphics software available referred to a study at the Wharton School at the University of Pennsylvania. The study presented a case for and against investing in a fictional beer. Students who were presented graphics with the data in support of investing but no graphics with the opposing data favored investing by 67% versus 33%. The reverse was true for the students viewing graphics only with the opposing data and not with the supporting data. When no visuals were used the students responded with even numbers opposed and supporting the investment.

The story board developed for this practicum calls for computer animation. A versatile and relatively inexpensive program for creating computer animation, Autodesk Animator, is no longer being produced, having been replaced by a professional animation program.

Use of Media in College Promotion and Marketing

At Sacramento City College (SCC), a study was made of recruitment methods aimed at adults returning to college. A result was that development of a video was proposed to promote reëntry education at SCC (White 1990). Fielder, Goff, and Wilson (1993) reviewed survey research and analyzed content of three college recruitment videos. Rubman and Thieblot (1992) suggest that videotapes be mailed to selected students; a technique that may be appropriate for schools drawing from a larger area, supplying tapes to feeder schools and counselors; displaying the video at off-campus recruitment events; and showing the video on television as methods of reaching a student audience.

Benefits of a College Education

Leslie and Brinkman (1988) describe three major ways to assess the increase in earnings due to a college education. Their figures confirm a conclusion that additional investment in higher education is justified for just about everyone. Positive earnings relationships were found in reports by Romano (1986) as well as Jones and Jackson (1990). A Bureau of the Census Statistical Brief (1991) reports findings that earnings are higher for more educated people. The brief showed that those with an associates degree earned in 1987, on average, about fifty percent more than high school graduates with no college.

Summary

The literature provided examples of the experience of how other institutions utilized video resources in the production of educational media. Information was found on the various options available in graphics software from the highly technical to the more user friendly. The literature also has writings on how to use graphics to effectively convey information. Other studies consulted offer information on the needs of college recruitment programs and the benefits of a college education.

Chapter 3

METHODOLOGY AND PROCEDURES

This development practicum was completed following several procedures. The principal steps consist of a literature review, review of the needs of CCTC staff serving in recruitment of students, assembling data and sketches into sequence, creating computer graphics and other art work, reviewing and reworking the sketches, and assembling a document containing a series of four and a half by five and a half inch graphics and related writings.

Literature Search

For the first step a more extensive literature search was conducted to find additional information about the production of educational media materials, the use of media in promotion and marketing, the needs of college recruitment programs, and the subject of the story board for a video entitled "You Should Go To College?"

Internal and External Input

Internal input on the subject of recruitment was provided by CCTC's admissions officer, and from staff members who have spoken to potential students on behalf of the college. Information on financial aid and student jobs was given by the director of financial aid, and student work coordinator for the college.

A CCTC college recruitment specialist made a suggestion for making the video more impactful by reflecting the intended audience. Others expressed a need for ways to get the video to the intended audience.

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External input was obtained from the director of educational television for the community-technical college system in Connecticut and by the client coordinator for a video production company.

The client coordinator for a video production company was asked for advice on how the task of producing might be scaled to a manageable effort for an educator with little video training. A useful analogy was described noting the various levels of quality provided in the development stages of a television commercial.

Developing the Story

Students from two of CCTC's active student organizations were approached to participate in making videos as club projects with some of their footage to possibly be included in a recruitment video. The students agreed.

The development of a story board proceeded from rough sketches to crude semifinished drawings, and then in some cases to drawings that closely resembled the look of the final scene.

The information about the value of college taken from studies and texts was developed into a story board. Each page of the story board contains a drawing to indicate what is to appear in the video along with descriptions or instructions, and in some cases, reference to further instructions printed elsewhere. A companion document will be compiled with additional background data supporting the information presented in the video and other findings of possible interest to a person using the video.

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The story board was reviewed for visual presentation by the director of educational television for the community-technical college system. In addition, a video production client coordinator has reviewed the story board and made suggestions for overall improvement. A similar review for overall quality was conducted by a member of CCTC's media staff. Further review was conducted for content by the director of admissions for CCTC and a current student. These individuals form the summative committee for validation purposes. Changes were made as deemed advisable.

The completed practicum report and story board drawings were submitted to CCTC's president, dean of students, library director, media center director, and director of admissions. A copy of the annotated story board drawings is included as Appendix A of this practicum report. Story board notes are intended to provide needed instructions in a precise manner to facilitate production of the video.

Assumptions

The following assumptions are made for this study. It is assumed that the validators are qualified. It is further assumed that the story board will be used in the development of a video production.

Limitations

A number of limitations are also inherent. The graphical methods learned in this study require varying levels of skills, including some quite advanced. Some techniques will be usable only by persons who have the required art- and production-skills. Computers, software, and video equipment must be available

along with the equipment to use the computer output as video input. The story board is only of use for CCTC, as it is designed to meet their needs.

Definition of Terms

Compositing is bringing together separate drawings into one. A story board is a series of drawings assembled in the planning of a film or video production. Interfacing is the bringing together of two elements such as video equipment and computer equipment. Interactive video is the display of video under the control of a program that responds to choices made by the program's user. The terms code and computer code are the lines of a computer program as written by a programmer. Importing is the use in one program of input made by another program, requiring that changes be made to the incoming file.

Chapter 4

RESULTS

Research

A broad literature review was completed. on the topics of production of educational media materials, use of media in promotion and marketing, needs of college recruitment programs, and benefits of a college education. Literature examined included books, periodicals, and ERIC Documents. Information was found to indicate that recruitment is needed and benefits both the college and the potential students, a video would be of use to support the recruitment effort, and recent advances in computer and video technology have provided tools for making presentations.

Several computer graphics software packages were considered for this practicum. An overview of some of the points considered with respect to the various computer graphics packages is included in the discussion in Chapter Five. Technical information received from a software manufacturer indicates that output of newer releases of animation software is far superior to the files developed for the effort of this study.

Review for Input and Validation

The CCTC admissions officer indicated that a greater problem is in getting the video to be viewed by an appropriate audience. An assistant admissions officer stated that she prefers to address groups of students, but to often speaks to high school counselors with no students present. She too, would like a product that would be viewed by the appropriate audience. A CCTC college recruitment

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specialist suggested that to be more impactful, the video should reflect the audience.

The client coordinator for a video production company described in a personal interview, some levels of quality and effort that are available to developers of television commercials. While the quality of output is high in test commercials for clients to make presentations and to do further planning, output is logistically simpler to obtain than in the more expensive production of the final commercials.

Story Boarding Process

As appropriate items of information were located, sketches were made indicating how they are to be presented visually. As the concepts evolved, the individual sketches were placed in order and the sketches were replaced by more finished representations giving more information needed to produce the final outcome.

This information was assembled into a story board for planning a video. Additional information was included in a separate document. Although completion of the sophisticated animated scenes was not a part of this practicum, they have been completed using the methods developed in the story board.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

At first the suggestion by Rubman and Thieblot-Bernice (1992) that videotapes be mailed to selected students seemed to be a technique more appropriate for schools drawing from a larger area with more to gain from large tuition payments. However, considering a low unit cost of making copies of videos it may not be totally unfeasible, even for state supported colleges.

The story board review conducted by the video client coordinator focused on strengths, weaknesses, and feasibility. Weaknesses were noted in the manner in which factual data were presented. The primary strength was that the planned animation had appealing images. It was also suggested that the animated sequences could also exist on a disk apart from the video and be displayed on a computer. It was then decided to put time into animating some of the sequences, a task that was well underway by the end of the January 1994 semester break. The computer animation was accomplished using Autodesk Animator. The story board drawings made the task of animating with the software much easier.

Graphics software includes many tools that make it easy to draw with less effort than paper and pencil. Straight lines and circles are simple when using drawing programs.

Teaching faculty cannot be expected to necessarily excel in art and graphic skills and a book by Nelms (1957) while predating today's computer graphics

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software includes hundreds of illustrations and suggestions for making practical drawings by the non artist. Nelms suggests that offhand sketches can be made for immediate use without much regard for appearance to help clarify ones own ideas. Crude semifinished drawings must have a great deal of clarity for communicating ideas or for more permanent notes. Finished drawings are more attractive than the crude semifinished drawings but are not clearer in their expression of ideas. Since many educators probably use some form of sketching or charting in their teaching, the drawing tools provided in graphics software along with the practical suggestions by Nelms can be used as a base to begin a project involving story board sketching.

The planning steps described by Veilleux (1991) include needs analysis and script approval which are appropriate for this practicum study and were carried out in the form of discussions for input and review of the story board for validation. Further steps mentioned by Veilleux are also sound and are follow up activities beyond this practicum..

Levels of quality for television commercials in progress were described by a video client coordinator in several informal interviews. A level called animatic consists entirely of still (not animated) art work with effects such as camera movement, fades, and dissolves provided by software. (The term animatic, in another context, can also refer to computer animation on a disk ready to be transferred to tape.) Another level, photomatic, uses still photography rather than art work and also employs software effects. A different approach, ripomatic, uses video footage to suggest from extensive library resources to create an analog of

the commercial being developed. The various levels of potential output are achieved at varying levels of effort and complexity.

Student Participation

It has been suggested that students relate better to role models with whom they could identify. Students organizations have accepted a challenge to create a video for the benefit of future students and have agreed to participate in the video subject of this practicum report.

Students were approached from two of CCTC's active student organizations, The Black Student Union (BSU) and the Spanish Club. The students were invited to participate in the creation of a video about steps in using computer software. The student videos would speak to future students and be available in a language laboratory in both Spanish and English, primarily for English as a Second Language (ESL) students. The English version, being developed by the BSU, may be of use to for persons who are not ESL students.

Cooperation of student groups was obtained for examples for the recruitment video with whom some potential minority students could readily identify. A related project was undertaken in which the Black Student Union membership was invited to make a videotape explaining a computer lesson for future students. The Spanish Club was invited to do the same in Spanish. The two videotapes are to be kept in a language lab for ready access by students. In particular, the two tapes of this related project would be possibly viewed by English as a Second Language students as a start to learning vocabulary needed for

understanding a computer applications course. Participants could make copies of the computer video for themselves. The two clubs are to give their lessons at a Computer Lab Open House event that takes place each year. Their lessons are to be videotaped. In this related computer lesson videotape, the attempt will be to show students as being helpful to one another as well as intelligent and approachable.

The two computer lesson videotapes will provide source footage for the recruitment video subject of this practicum study. Figures in the story board are to be gleaned from the best scenes of the two student computer videotapes.

Drawings for the story board were developed. Some drawings were intended for use as models from which the final animated scenes would be developed. Others represented scenes that would be taped. The final video is to also include footage to be selected from student work.

The combination of a computer language, Visual Basic, and an add-on program for computer animated files such as were made for this video, allows programmers to develop computer programs that include animation. The animated scenes made along with this study can therefore be shown on a computer screen. Use of animation in computer programs will be topics included in a course named "Computer Graphics for Communications" to be taught at CCTC in the September, 1994 semester.

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Conclusions

Opportunities for use of computer graphics have been simplified in recent times. Software for sophisticated use of computer graphics are now available for educators at low cost. Using computer graphics has become much easier.

Discussions with the video client coordinator made it clear that there is a wide gap between making a video tape for classroom use and producing a video as an effective marketing tool. The animated graphics have a bright colorful appeal, show the student as a good role model, present the library and computer lab in a positive light, enjoyably present the process of obtaining financial aid, and show a graduation as a celebration attended by friends and parents. Attempts at presenting data through acting, as shown through sketches, did not seem to fit with the animated scenes.

. The logistics of setting up to show a video cassette are so simple that the video produced from the proposed story board may be of use in other contexts such as to inform and hold the interest of students standing in line at registration.

Implications

Since the animated sequences provide an appealing picture of the reasons for attending college and the acted sequences in early planning would probably pull down the overall effectiveness of the video short, the acted portion should be kept to a minimum. The fact that the animated scenes could be shown on a computer screen, apart from the video, suggests that the computer animated illustrations should display a complete visual story, understandable even without sound.

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Student video work would provide an added appeal to audience members who can identify with the students. Furthermore, such an example of an educational project by the membership of student organizations shows the clubs in a positive light and results in the students learning to make video reports while developing up to date skills.

Some of the graphical methods learned in this study are technical and may require advanced skills. For example, software included in books about computer graphics was used to convert computer files to more suitable formats. A discussion of available presentation software may suggest several approaches to a similar product development.

Recommendations

Many educators should enhance their classroom presentations with the use of computer graphics that they create themselves. Software for this purpose should be provided by the institution.

The earlier story board plans which depended more on acting skills should not be a part of this production. A video should be made using primarily the animated scenes and some people making comments as they view the computer animation at the Computer Lab Open House. Scenes of students presenting computer lessons at the same event will round out the video while establishing the event as a worthwhile event in the CCTC college experience. The student scenes will also add a scholarly image to the student organizations.

Certainly the tapes should be liberally provided to libraries, feeder schools, counselors; churches, ministers, civic organizations, and video stores. At CCTC

recruitment videotapes could be running in areas that people pass by when going to community meetings and meetings of state agencies which are held in the CCTC community room and auditorium.

In order to disseminate the results of this study, the videotape should probably be shown on most recruitment related visits by CCTC personnel to high schools and other locations. Whenever possible during recruitment visits a copy of the tape and other recruitment materials should be left with a person who would be asked to show the video to potential students on other occasions. Copies of the tape could be left with high school librarians and public librarians in conjunction with notices to be placed on bulletin boards. Attempts should be made to have it shown on high school access television, as well as public access channels. Television stations in the area should be notified of the tape's features, and be given a copy, along with the suggestion that clips be used on a news broadcast. Art work from the video could also be made available to high school newspaper workers for use in their publications.

The project should be implemented in two phases. The first is to make the video on the day of the Computer Lab Open House. The preparation for the taping will be done with less formality and more flexibility as would be appropriate for an educator making a tape for one's own use. The occurrence of the other activities will give a news story appearance to the video, which will add excitement and mask the less professional aspects of the taping. A purpose of this taping is to make a complete amateur video production in a short time. There would be very little expense over the costs of this development study.

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Although the amateur video production would then be available for the intended purpose, it would, of course, not have the quality that could be attained by CCTC's in house media department. This first videotape should serve as a prototype model to be used along with the story board and computer animation for the media department to plan a professional version.

Making of the test video is underway and includes already completed animated scenes. The student organizations are being guided as part of this practicum study and have begun developing a computer lesson directed at future students, to be videotaped in April during an event called the Computer Lab Open House. Footage of the students' message will be incorporated into the test video. Students who appear in their video will of course be allowed to make personal copies.

It is recommended that resources of the CCTC media department produce a follow-up video using the story board and artwork developed for this practicum study. The portions taking place during the Computer Lab Open House should be repeated next year under more controlled conditions using more resources for a more professional product.

It is recommended that copies of the video be shown as much as possible. Copies should be left with the organizations visited by staff for recruitment. It is recommended that efforts of student organizations to make videotaped computer lessons be encouraged. Their videos may be of sufficient quality to provide to high school computer teachers to be shown during computer classes.

Student participation should be encouraged in college projects whenever possible. Footage of the student videos should be included in the recruitment video.

It is recommended that video equipment be available for students' organizations and a contest be established for their best work that shows the college in a most positive light. The contest could become part of the annual Mr. and Ms. CCTC Pageant.

It is recommended that video equipment be purchased for student organizations to make videos for future students to view, that a contest be established in which a club membership could win recognition for good work in such video work. Showing of their work could be part of an existing school event "The Mr. and Ms CCTC Pageant." Further showings of such student video work could be sought such as public access television. The effect on school image and recruitment would be positive. The development of student communication- and video-skills should be substantial. The cost in dollars could be minimal.

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APPENDIX A

Appendix A

Notated Story Board

Video Story Board

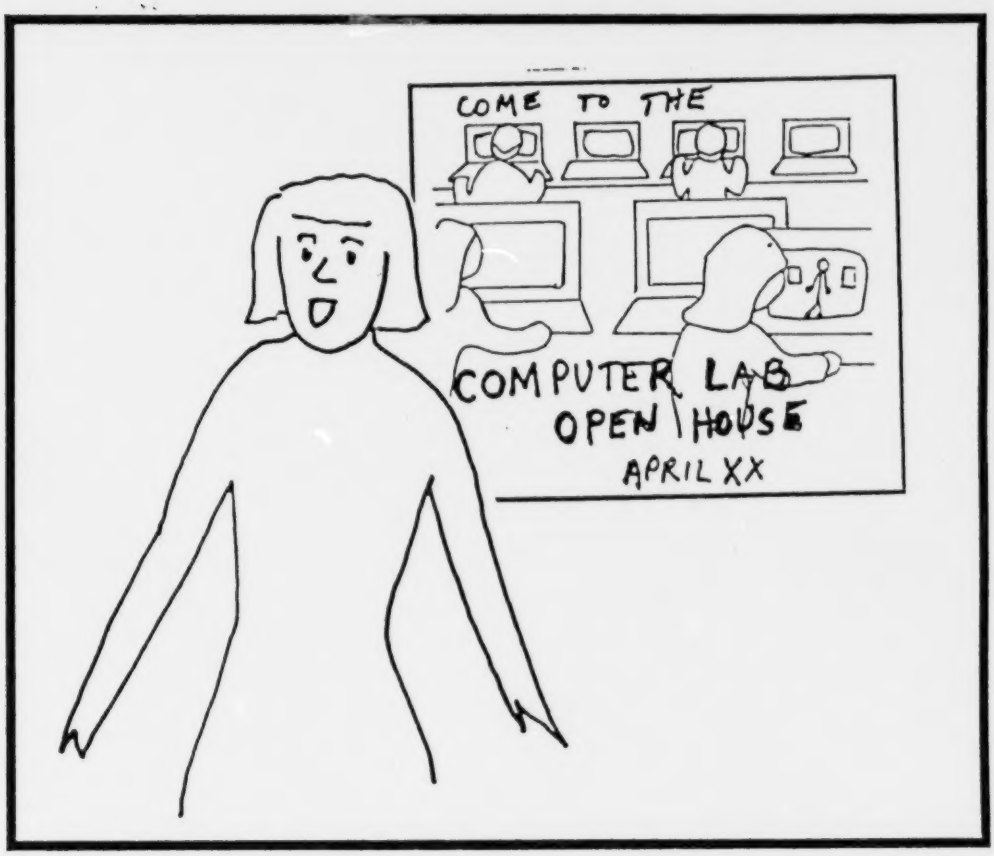
"You Should Go to College"

Kenneth A. Carpenter

Capital Community Technical College

March, 1994

The Bulletin Board



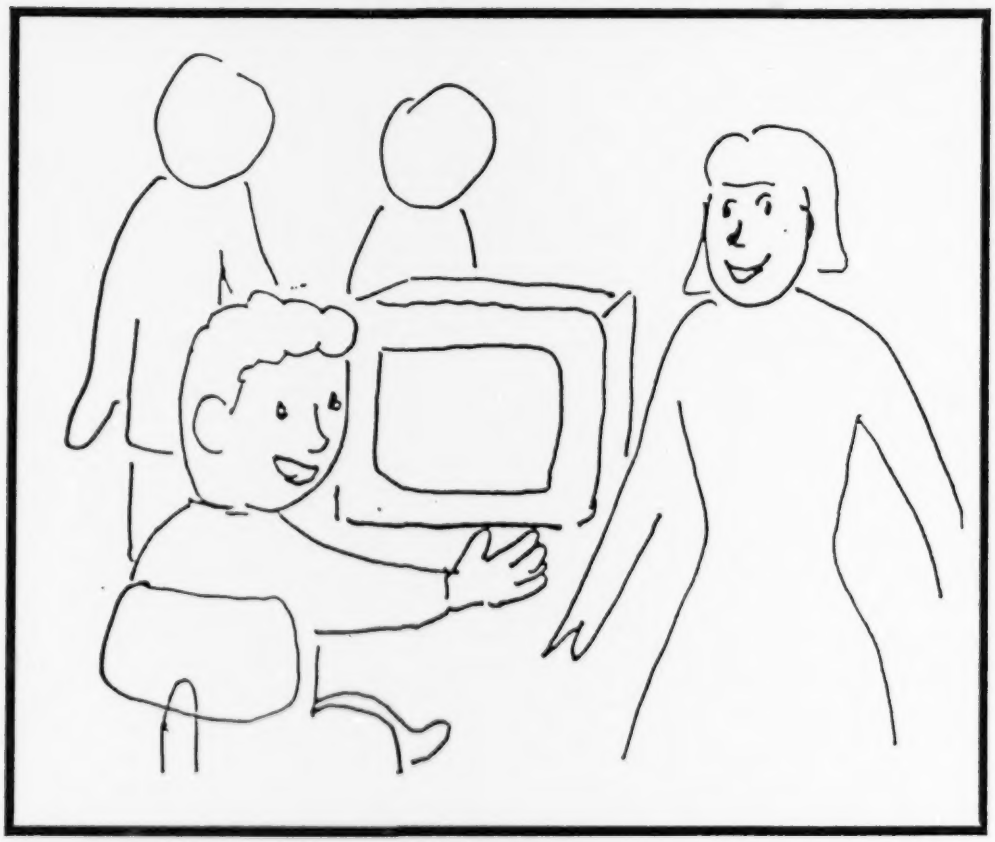
Lab supervisor says "Welcome to the Computer Lab Open House at Capital Community Technical House". Let me show you some of the activity that is going on. In particular, I want to show you some computer animation on the theme of "You Should Go to College."

The lab supervisor could say a few more words about the activities going on at the event, and some brief footage can be made of noteworthy activities.

The bulletin board is made by projecting a frame of the "The Computer Lab" scene onto paper. A pattern is then traced, cut out of colored paper, and stapled onto the bulletin board.

Lettering for the bulletin board can be made from cut outs of large font computer output from a word processor, desktop publishing, or banner program, or a stencil can be placed on an overhead projector and the letters traced.

The BSU Gives a Lesson



Members of the Black Student Union give a computer lesson at the Computer Lab Open House. The students do so in a friendly and likable manner. The lesson is intelligent and well rehearsed. The entire lesson is to be videotaped but only a minute or so will be used in the recruitment video.

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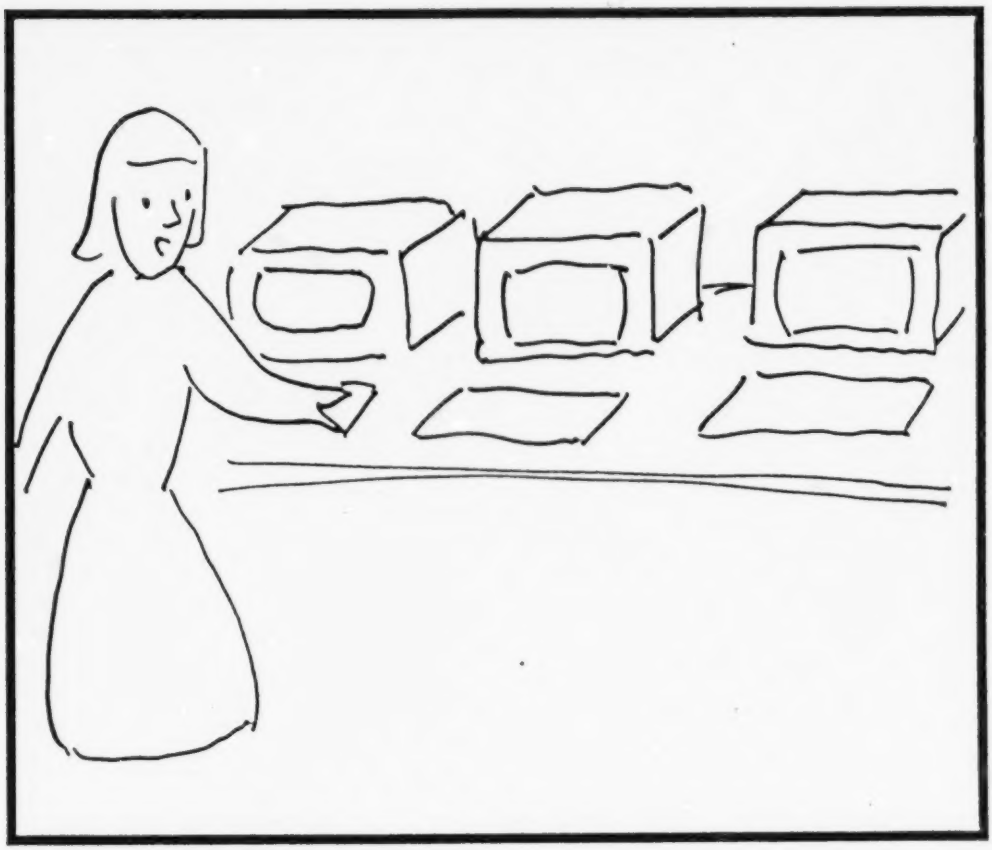
A Lesson in Spanish

Members of the Spanish Club give a similar computer lesson but in Spanish. The students do so in a friendly and likable manner. The lesson is intelligent and well rehearsed. This lesson will also be videotaped but only a minute or so will be used in the recruitment video.

The supervisor says, "The two videotapes made by the BSU and the Spanish Club will be available in the Language Lab to be viewed by students who are working on their English."

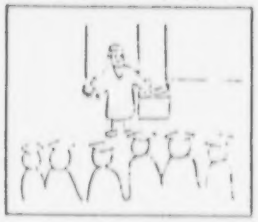
Introducing the Animation



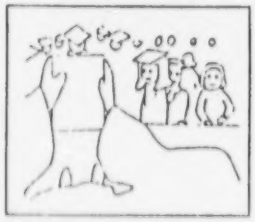
"This is some computer animation by one of the faculty members here at CCTC".

Animated Scenes

A Commencement Speech

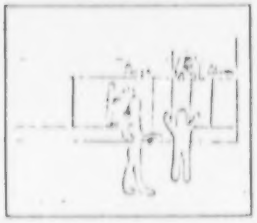


Grads and Friends

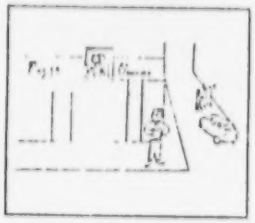


Proud Parents

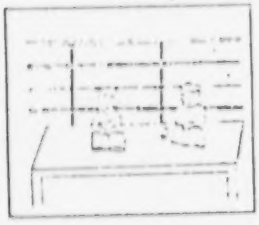
Bad Influences



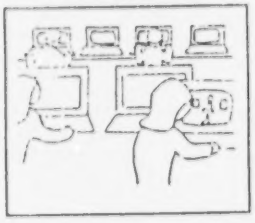
A Role Model



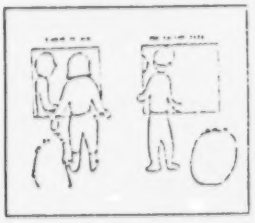
The Library



The Computer Lab



Financial Aid



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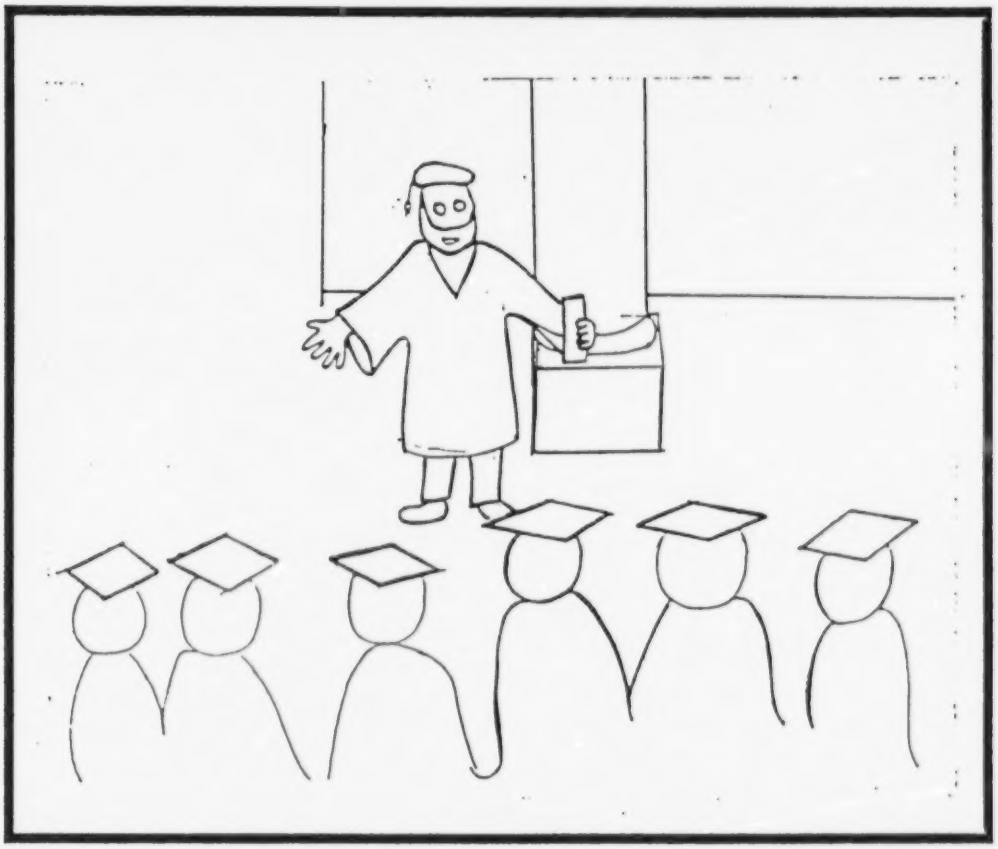
A Commencement Speech



The speakers hands and arms move as he speaks. He is complementing the students on their achievement.

The professor's body is traced from a mannequin cut from[42] oak tag and fastened with clips. The mannequin can be positioned with its arms apart and together making the key drawing positions.

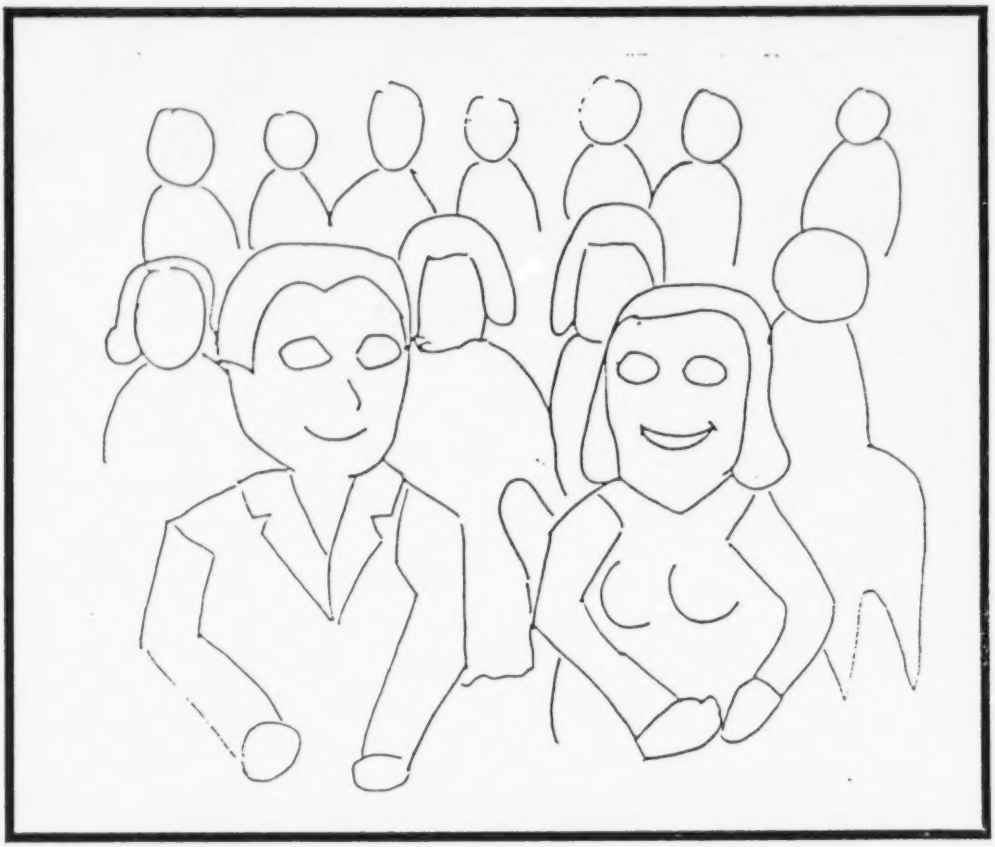
A speaker says, "The students have earned this commencement ceremony. They deserve a lot of credit."

Grads and Friends

Movement of commencement audience from shifting positions, etc. Speaker continues to speak of student accomplishments.

This scene includes a composite of the next scene "Proud Parents" and the students from the first animated scene. "A Commencement Speech". The two files are shrunk to half size, then composited.. The woman graduate is drawn in to hide the seam between the two segments of audience. Then the rest is drawn and animated.

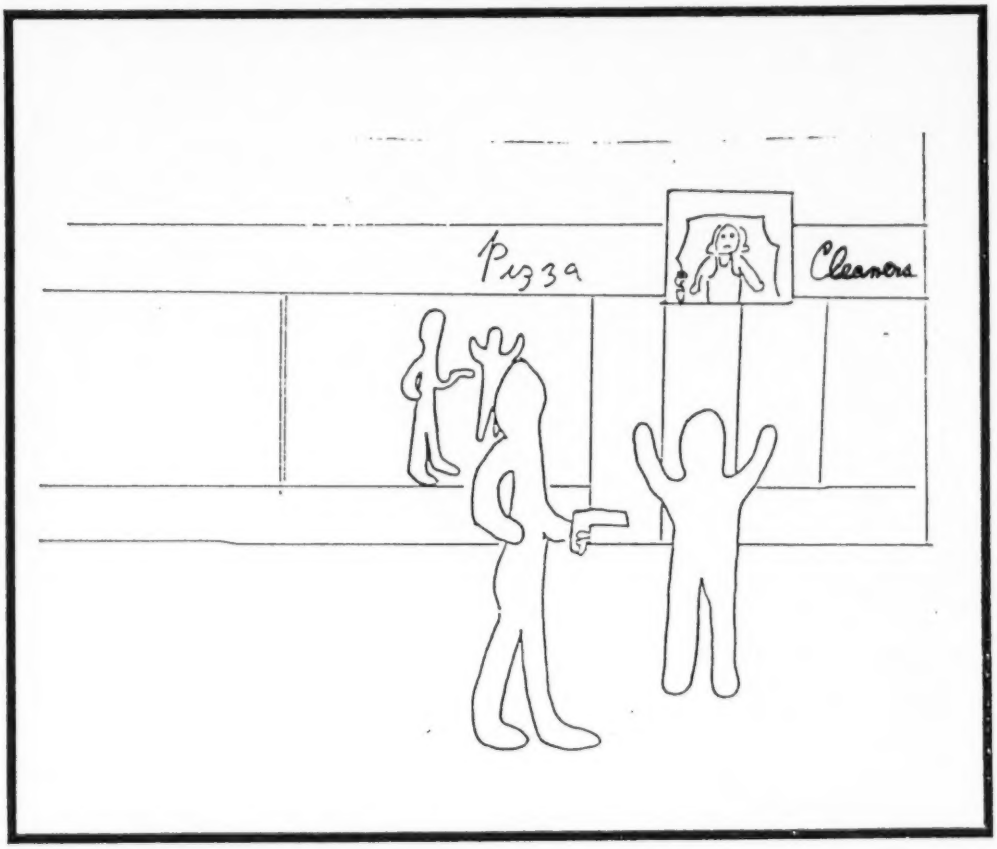
Proud Parents



Parents look at speaker, then at each other. They do this several times. Speaker tells of the pride felt by parents.

A speaker says,"Those parents look so proud and pleased. So many parents haven't had the opportunity to go to college themselves. They may have put their hopes into raising their children. Imagine how good they must feel."

Bad Influences



A little girl watches as a mugging occurs. Speaker comments that there are many negative influences.

One figure approaches as the other pulls out a gun. The first man puts up his arms. The animation is done, then shrunk to half size and composited in. The smaller version is shown as a reflection in a window.

A speaker says that children are subject to a lot of negative influences.

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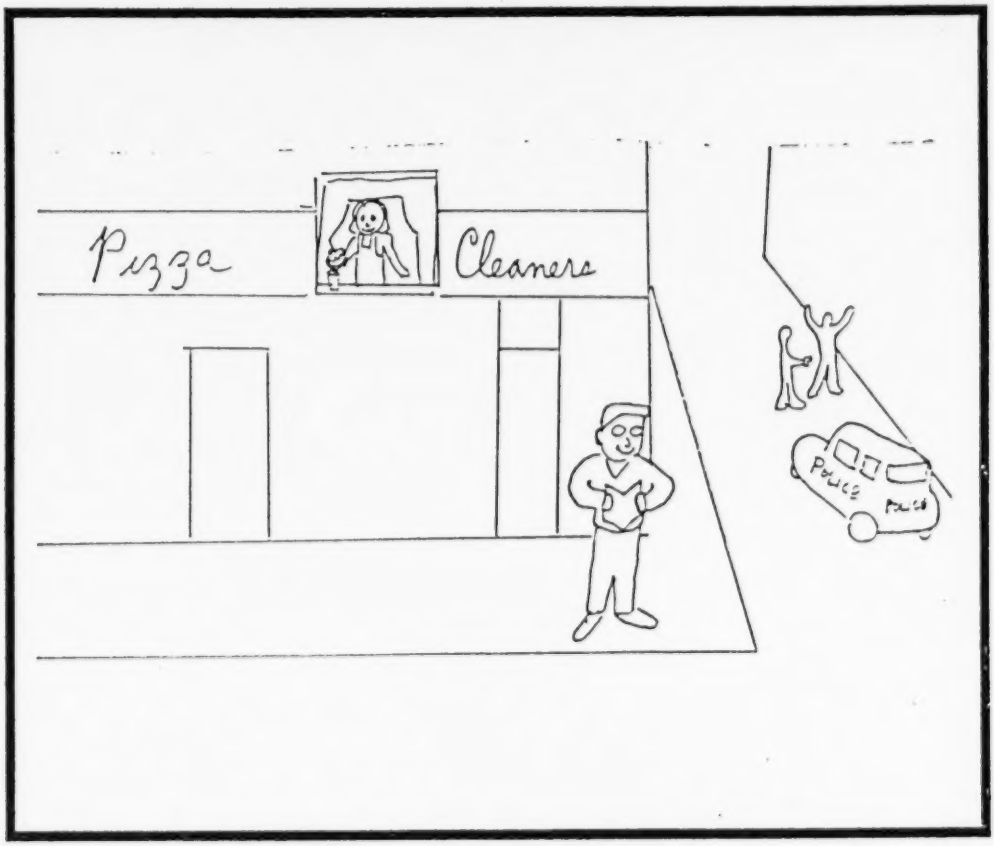
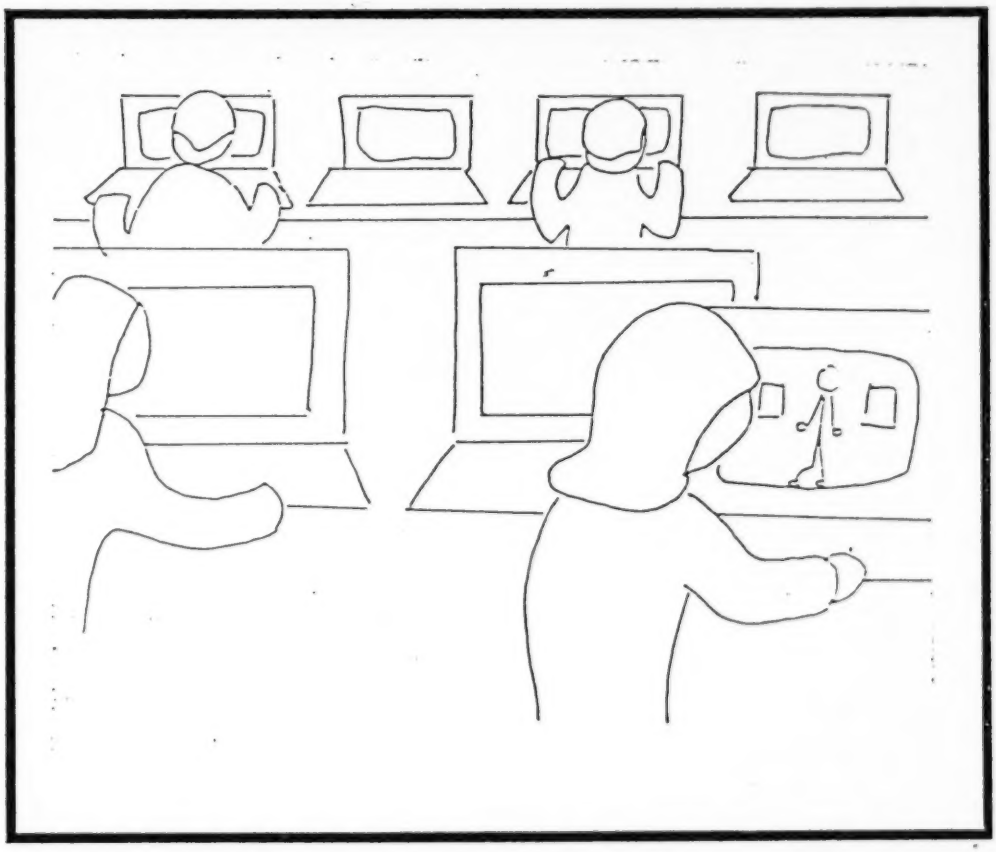
A Role Model



The little girl looks out at a student reading. In the background, a holdup is taking place. A police car pulls up at the site of the mugging. The speaker comments that students are good role models and are looked up to by neighborhood younger people.

A speaker says, "Students make good role models because they work hard and are making themselves smarter and more successful. Children see the students and want to be like them."

The Computer Lab



Students are working at computers. One screen has computer animation. The others have large spreadsheets. The computer screens all have movement. The students are all moving.

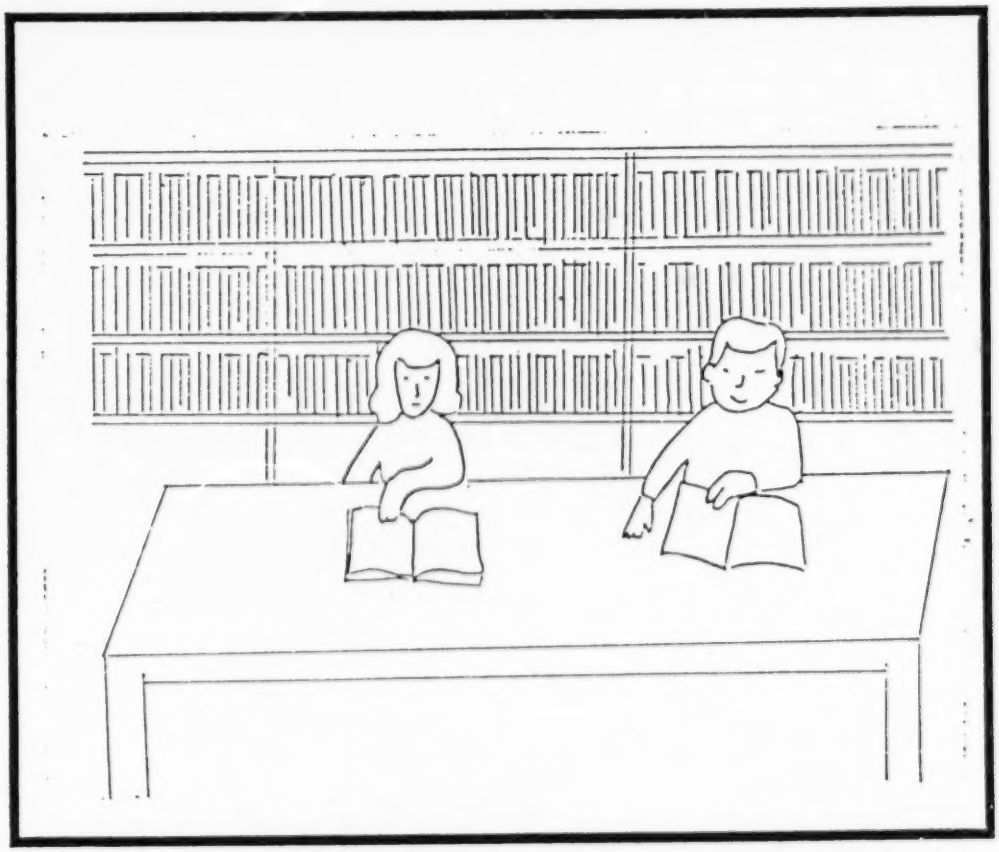
One picture of the computer with an animated spreadsheet is made.

The picture is shrunk to half size. A copy of the screen is composited to the side and a person is animated using one of the computers. The two computers are shrunk to half size and a set of two half sized computers is composited to the side of another two making a row of four. Changes are drawn to each user.

A larger computer is drawn with a user and an animated scene is composited onto the screen. Then all the elements are composited together.

A speaker says, "And there are student jobs, like working in the computer lab.

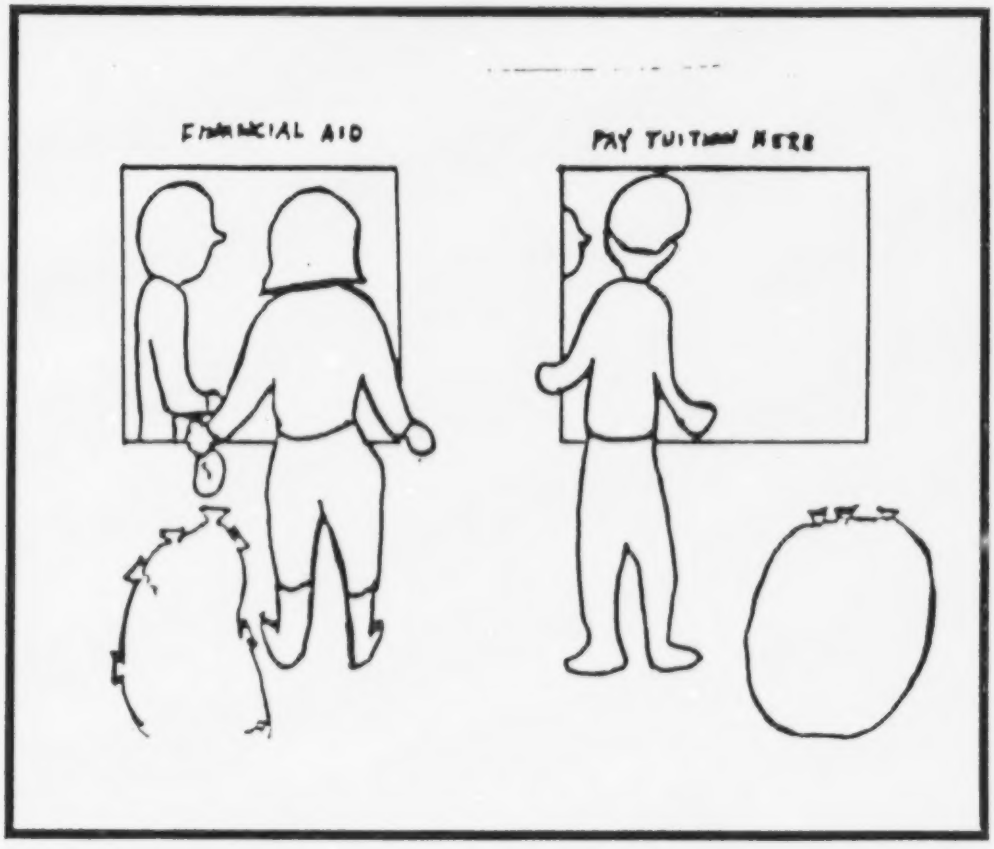
The Library



Students read and turn pages.

The page of the book is animated first. Then it is shrunk to half size. The book is drawn in over a frame of the turning page and the page animation overlaid. The book with a turning page is half sized again and the young man is animated A second copy of the young man is composited, features of the woman are drawn over one of copy of the man.the table is drawn in. A background is drawn and the animation overlaid on the background.

Financial Aid



Students come to financial aid window. Worker takes money from a pile and gives it to students. Then students go to tuition payment window and give money to worker. Worker puts money into a pile.

Figures are drawn walking , turning to the financial aid window, getting money, continuing to payment window and leaving money off.

The windows are drawn in front of the people receiving aid.

A woman picks up a bag of money and gives it to the student. Then picks up another bag of money and gives it to the next student.

A man takes the money from a student puts it in a pile then takes a bag of money from a second student and puts it in the pile.

The speaker says, "It's possible to go to college even if you don't have much money. Many students can get their tuition paid through the financial aid office."

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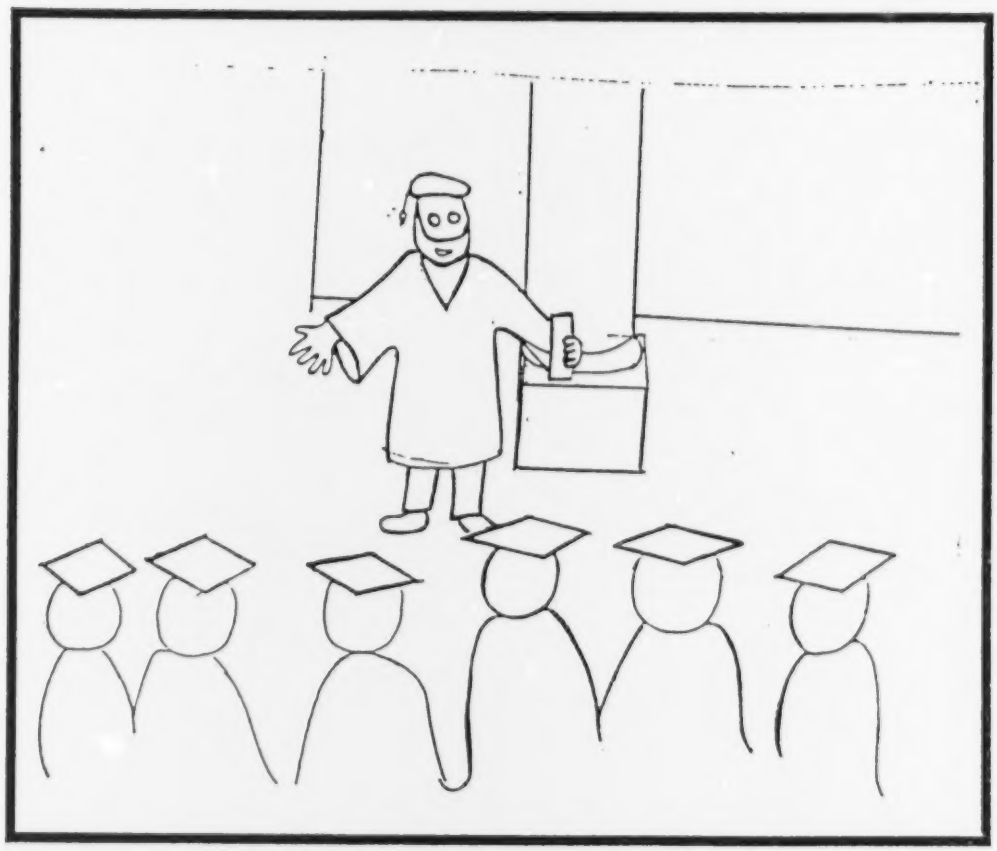
Closing Comments



Action is the same as the commencement speech earlier.